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ABSTRACT

This study was designed to provide the College of Lake County with data to promote critical thinking and discussion about the revision of the present admission criteria for the practical nursing program. Subjects were the coordinators/directors of the 36 approved schools of practical nursing in Illinois. A letter and a questionnaire comprised of a rating scale and fill-in responses concerning admission policies were mailed to each school. There was an 89 percent return rate. The replies showed that 87.5 percent screen applicants, 90.6 percent interview, and 68 percent require references. Less than one-third of the schools feel that previous nursing experience is beneficial. Only 9.38 percent use the A.C.T. as a preadmission test; 85 percent consider high school grades important; and 53 percent consider class rank as predictive of success. I.Q. is a criterion for 34 percent. Accepting students with advanced standing is effected by proficiency testing. Eleven schools rely on a single preadmission test, although 24 different tests are administered in the 32 schools. (Author/DB)

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A STUDY OF ADMISSION PROCEDURES IN ILLINOIS PRACTICAL NURSING SCHOOLS

by

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A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

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INTRODUCTION

Context of the Problem

Twenty-one of the thirty-six practical nursing programs in Illinois are a part of a community college. Applicants to the program are often ignorant of the fact that the open admissions policy does not apply to most of the health career programs. Often, they appear on the campus the week of registration only to discover that the class has been filled for months and there is a long growing list of applicants going through the specific steps of a screening process.

Statement of the Problem

Do practical nursing programs admit students by means of the open-door policy of community colleges or through a highly selective screening process?

Review of the Literature

Six models of selection bias used in the admission selection procedures by colleges are based upon values and beliefs about fairness. They are: the quota, the regression, the Darlington, the employer's, the Thorndike, and the equal opportunity models. The regression and employer's models are advantageous to the selector while the Thorndike model is fairer from the applicant's point of view.(1)

Preus and Swaim (1974) have stated "Nearly all community colleges fly banners reading 'WELCOME' over their doors.... Occasionally, however, an applicant is turned away."(2)

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In a survey of directors of admissions at 200 randomly selected colleges, Beale (1972) concluded that 98% of the 60% who responded agreed that the secondary school records were very important, 96% felt specific units in preparation were important, 88% believed the grade point average was important and recommendations rated 86% agreement. Academic factors were the most emphasized with health rating 85%, College Entrance Examination Board Scores 79% and 75% agreeing to educational and occupational interests.(3)

Rank in class requires a similarity of standards among schools that does not exist and has, therefore, diminished the predictive value for college success. Schools vary greatly in difficulty of courses offered, course content, tracking of students, disadvantaged backgrounds of minority students. Grade point averages are the best predictor of success in college according to statistics.(4)

The completion of specific patterns of courses in high school does not predict a student's performance in college. Such an admission policy is, therefore, considered poor if more reliable criteria are not used in determining elegibility for college admission.(5)

The selection process based on academic criteria is more concerned with choosing students who will be an academic success while in the two or four year college and not necessarily a success after graduation. This policy works well for the

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student who has resigned himself to the competitive race for grades and rigid study patterns. Studies show that there is no notable relationship between grades and post-college performance. It might be well to consider the creative student by using a more humanistic approach when selecting students.(6)

Some critics of high attrition rates feel the community colleges should be more selective and less open-door in the admission procedure. K. Patricia Cross (1974) presents evidence from research she conducted for the Educational Testing Service to refute this. She believes that students are enrolling in community colleges because "they have different interests and abilities" and in the future will be evaluated on their performance rather than academic degrees attained.

A study conducted by Albert (1971) concerning admission policies for students with a history of psychiatric treatment showed that the majority of colleges and universities responding do accept such applicants. Psychological testing of all candidates before admission or of all accepted students at the beginning of the first semester would reveal serious emotional problems. Therapy-trained counselors should be part of every college staff.(70

According to Gilliland (1974) the demand for admission to health career programs is growing rapidly. Frequently,

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qualified applicants outnumber available program openings. The admissions procedure should provide a logical, systematic process; should not be discriminatory by always selecting the applicants with the highest scores; and the procedure should be humanistic and offer a feeling of personal identity to the applicant.(8)

Kerr (1970) reported that the total number of steps in the application procedure for Illinois practical nursing programs ranged from 9 to 17. There was a wide variation among programs in the sequence of steps. Admission criteria included high school grades, grade point average, pre-testing, interview, personal references, and a physical examination.(9)

State requirements are not always the same and entrance requirements may differ according to the geographic region. Students when interested in a specific health occupation program should write institutions of their choice for information on entrance requirements among other things such as cost, program approval, etc. More people are engaged in nursing than in any other health occupation. There are four basic nursing programs which lead to licensure: Practical Nursing, Associate Degree, Diploma, and Baccalaureate Degree. Each of these programs which lead to licensure has its own special entrance requirements and it is important that the applicant selects the educational program which meets her interest, goals, and ability. Among the many important assets to being a nurse are numerous attributes of which motivation is the most important.(10)

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Hypothesis

It was expected that practical nursing programs in Illinois do not adhere to an open admissions policy and are highly selective in admitting students through a rigid screening procedure.

Rationale for the Hypothesis

Until recently, practical nursing programs were part of a high school setting, vocational school or hospital. Nursing educators believed the applicants had to be carefully screened and weeded out through a very long, often complicated, procedure because the student would be involved with human life. Many of these programs transferred to the new community colleges which sprang up in their districts. Often, the faculty transferred with the program and problems ensued because of lack of agreement and understanding between some nursing educators and the college administrators who had committed themselves to the community college philosophy.

Significance of the Study

It was hoped that this study will provide the College of Lake County L.P.N. Program screening committee with useful data to promote critical thinking and discussion which could lead to a revision of the present admission procedure. Having been actively involved with the screening of these applicants since 1969, I am convinced that the criteria which we adhere to is somewhat lacking. In several instances, after working with a

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new group of students in the first semester, faculty question why a particular student had been accepted. Although the admission criteria as now enforced was met, students sometimes appear to be totally unsuitable for the program. It appears that in spite of all the time, energy, and mechanics involved in our screening process, we could have done just as well through random selection or the open admissions method.

Variables

Independent Variable: Practical Nursing Programs in Illinois

Dependent Variable 1: Open-door admissions policy

Dependent Variable 2: Selective screening procedure

METHODOLOGY

Subjects

S_s were the coordinators (directors) of the thirty-six approved schools of practical nursing in the state of Illinois as listed in the 1974 directory of Allied Health Education Programs (Missouri-Illinois). Twenty-one of these are part of a community college setting with the remaining fifteen operating in high schools, vocational schools or hospitals.

Tasks

A letter and questionnaire consisting of ten opinionaire rating scale items and ten specific questions concerning their particular program admission policy (see Appendix I) was mailed to the coordinator (director) of each of the state approved programs, one of which is the College of Lake County.

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Seven tables and graphs are used to clarify the written text. The independent variable is nominal because two discrete conditions are being compared. The two dependent variables were treated as nomimal data for statistical purposes, being analyzed on the scaled responses from the questionnaire. The fill-in responses enabled the writer to elicit data pertinent to the hypothesis. The scaled responses were computed statistically. A comparison between the admission criteria of the College of Lake County practical nursing program and the responses of the other schools participating in this study was determined.

EXPECTATIONS

Through this practicum, I hope to produce sufficient data to present to the College of Lake County screening committee for the practical nursing program to facilitate intelligent decision making in revising the present admission procedure. I have mailed the practicum abstract to all of the program coordinators surveyed in the hopes that the data might help to answer questions they may have about this topic, specific to their own institution. An abstract will also be shared with the appropriate Deans and administrators of C.L.C. and members of the program advisory committee. The abstract will be sent to the Nursing Education Coordinators of the State of Illinois Department of Registration and Education along with the annual program report in October.

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RESULTS

In the survey of directors of the thirty-six state approved practical nursing programs in Illinois to ascertain admission policies, thirty-one questionnaires were completed and returned by mail, one was returned by the post office stating "Moved, not forwardable", and one was completed by this writer. The percentage of returns being 89% was gratifying and indicative of the cooperative spirit of the directors. Many of them included requests for copies of the study in greater depth than the abstract. Approximately one-half of the respondees clarified answers with descriptive and explanatory comments which proved helpful to the writer.

Item No.	3		2		1	
	f	%	f	%	f	%
1	28	87.5	0	0.0	4	12.5
2	29	90.6	2	6.3	1	3.1
3	22	68.75	4	12.5	6	18.75
4	0	0.0	12	37.5	20	62.5
5	3	9.38	5	15.62	24	75.0
6	4	12.5	23	71.88	5	15.62
7	5	15.62	12	37.5	15	46.88
8	1	3.1	11	34.4	20	62.5
9	10	31.25	3	9.38	19	59.37
10	11	34.4	4	12.5	17	53.1

Table 1. Frequency Distribution and Percentage of Questionnaire Item Responses.

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The above table shows that 87.5% of the programs screen applicants to their program. Of the remaining 12.5% who do not, two schools do not permit screening and one allows it only to the extent that recommendations be made to an individual regarding his academic weaknesses, health problem or poor references. Applicants are always interviewed prior to admission by 90.6% of the directors while two interview occasionally and one never does. Over 68% always require written references on applicants and 12.5% require them at times when they seem indicated. Almost one-fifth of the programs never ask for references as they believe them to be the least reliable criterion unless written by former employers. One school does not permit references to be requested. Surprisingly, almost two-thirds of the programs do not prefer applicants with nursing assistant experience while no school admitted to such preferance and 37.5% do at times. One director stated that it doesn't matter. The A.C.T. test is not used by 75% of the schools with only 9.38% using it as a criterion for admission and 15.6% using it at times. Only 15+% do not place importance on high school grades and 12.5% always do leaving 71.8% occasionally. One school uses high school grades for counseling purposes only. Several schools believe grades from the more recent graduates are more important than applicants who have been out of school several years. One director prefers older, more mature and highly motivated applicants even though previous grades were not good. The importanceof high school class rank is almost equally divided between 46+% negative responses and 53% who always or at times do. Being over-weight appears

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relatively unimportant since only 3% reject applicants on this basis, 34% do at times and 62.5% never do. One school is not permitted to reject an applicant for excess weight, another school will defer acceptance and make suggestions for weight control programs and two reject them only if an M.D. finds it to be a health problem. A maximum age limit exists in 31% of the schools with 9% enforcing an age limit at times and 59+% never rejecting an applicant for age reasons. One directo requires a pre-admission interview to ascertain motivation and ability for persons over 55. The I.Q. is not a criterion for 53% of the programs while 34% consider it and 12.5% do at times. One school uses it in conjunction with a reading ability test.

The following table shows a wide variety of persons serving on the screening committees in thirty-two schools. Only 3% involve the Director of Instruction, Division Chairman, Assistant Division Chairman, Director of Student Services, and an Advisory Committee member. The Vocational Coordinators, cooperating agency staff members, Director of Nursing Service, and general educators are involved in 6% of the schools. 9% involve the Dean for Career Programs, Assistant Coordinators and employers. The Director of Admissions is included in the screening process in only 12% of the schools. Counselors serve on the screening committee in 22% of the schools while 75% involve the practical nursing instructors and 72% the Coordinator. 19% have no committee. Added comments indicate that in one school a program supervisor is consulted as necessary, faculty is consulted if there is a need for further follow-up in two schools and problem applicants are discussed with faculty before a final decision is made.

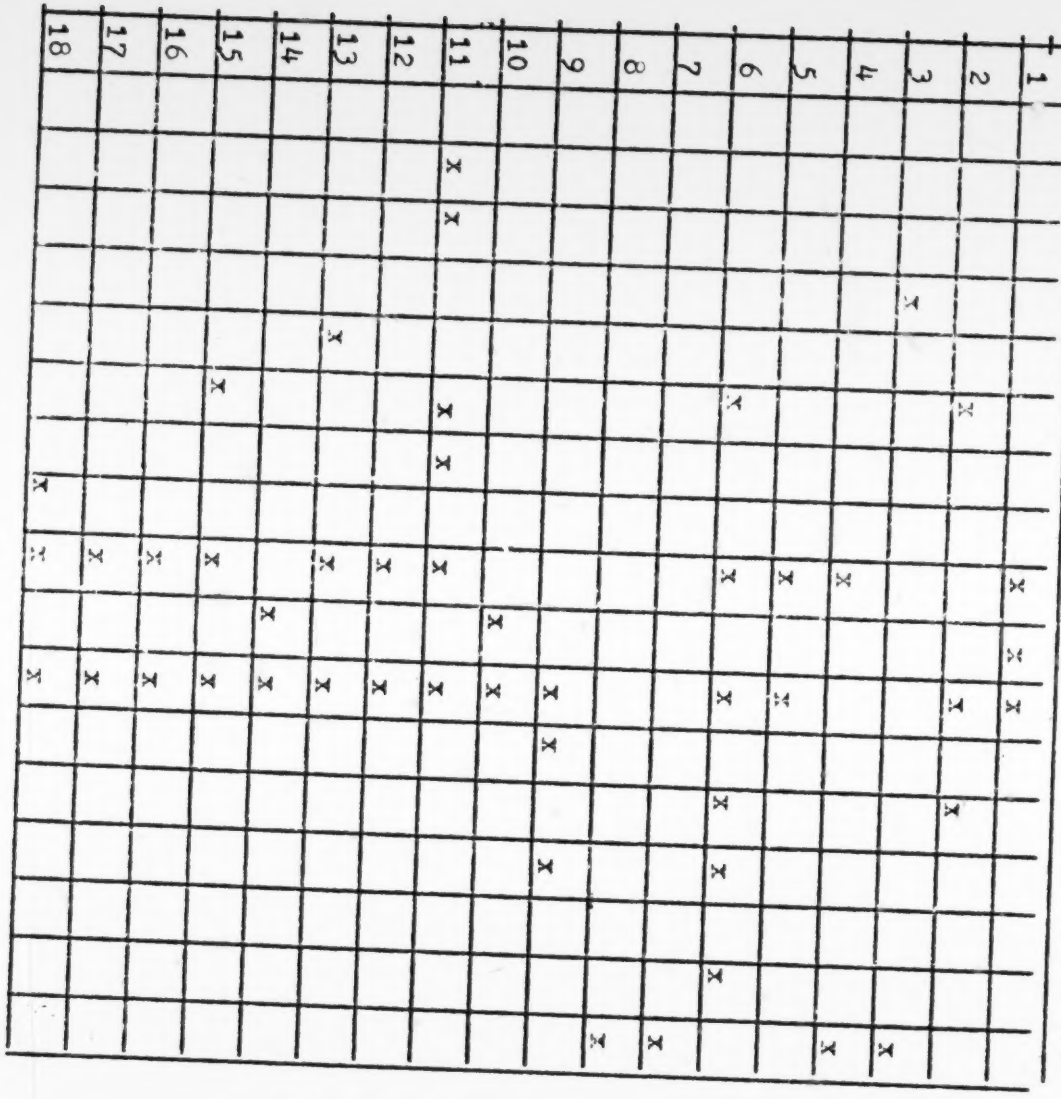

Table 2. Members of Screening Committee

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School	Director of Instruction	Director of Admissions	Division Chairman	Assistant Division Chairman	Director of Student Services	Counselor	Dean for Career Programs	Vocational Coordinator	Program Coordinator	Assistant Program Coordinator	Program Instructors	Cooperating Agency Staff	Director of Nursing Service	Employer	Advisory Committee Member	General Educator	No Committee
19								x	x		x						
20									x		x						
21							x		x		x						
22		x				x	x		x								
23									x		x						
24									x		x						
25	x								x								
26																	x
27											x						x
28						x			x			x					
29		x				x			x		x			x	x	x	
30									x		x						
31		x							x		x						
32									x		x						

Table 2. Members of Screening Committee
(continued)

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	f
L.P.N.	1
Faculty	21
Coordinators	27
Assistant Coordinator	2
Assistant Division Chairman	1
Department Chairman	1
Dean of Student Services	1
Administration	1
Director of Admissions	1
Counselor	6

Table 3. Interviewers of Applicants

The majority of programs place the responsibility of interviewing applicants with the Coordinator and or faculty. In some instances the coordinator alone does the interviewing, in other schools the faculty are the sole interviewers and several programs require an applicant to meet with both the coordinator and instructor. One school onlyinterviews an applicant if there is some indication warranting a meeting or if they stop in the office. One coordinator only asks the faculty to interview applicants if she is in need of assistance. A few schools have the faculty interview individuals who appear to be questionable applicants. The frequency of the involvement of counselors, the director of admissions, administration, the Dean of Student Services, Department Chairmen, Assistant Division Chairmen, A.D.N. Coordinator and an L.P.N. ranges from one to six and seems quite insignificant.

EDUCATORS	CLERGY	PROFESSIONALS	Business ASSOCIATES	COMMUNITY
27	10	23	31	2

Table 4. Sources of References

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In naming the sources of reference considered the most acceptable there was almost unanimous agreement that the employer, supervisor or co-workers, present and former, submitted the most reliable data. Educators received the second most valuable rating with counselors and teachers given almost equal ratings. Five schools believe any professional person can provide a valid reference while doctors, nurses and lawyers were specified by eighteen. References from clergy and community were least frequently mentioned. Seven schools do not require references on applicants either because they are not permitted or they have found them to be of little value.

	f
Practical Nursing I	2
Fundamentals of Nursing	6
Body Structure and Functions	4
Personal & Vocational Relationships	2
Nutrition	3
Maternal & Child Health	2
Gerontology	1
Medical & Surgical Nursing	1
Mental Health	1
Transfer Courses	11

Table 5. Courses Waived for Advanced Placement

Eleven schools do not admit students with advanced standing. Five only accept students who have withdrawn from the R.N. (registered professional nursing) programs which are generally the three year hospital diploma schools. Former Navy Corpsmen now can receive advanced placement in L.P.N. programs in Illinois and courses are waived at the discretion of individual faculties. First semester courses are the courses generally waived.

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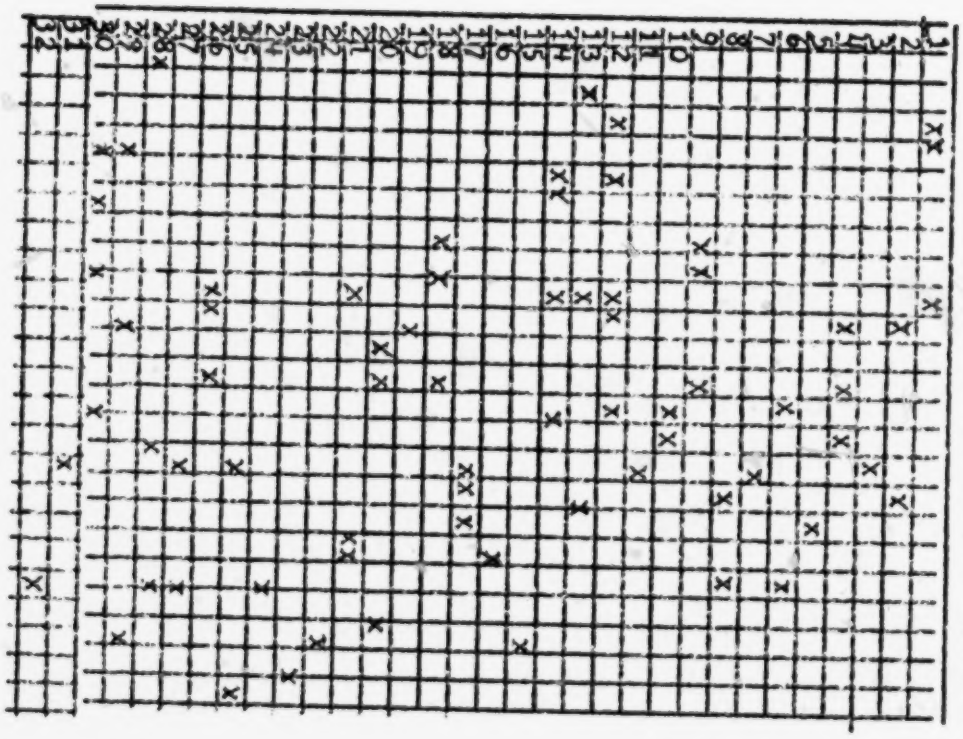
In questionnare item #5 an attempt was made to ascertain the minimum and maximum A.C.T. composite scores established by the 36 programs. The results revealed the startling fact that 24 of the 32 responding schools do not use the A.C.T. as a pre-admission test. Of the eight that do utilize the A.C.T. as a criterion for acceptance, five have no established scores and one has a minimum of 19 and a maximum of 24. Another school has no minimum score because thyy believe it varies with age and their maximum is 22 because they usually urge all applicants above 23 to consider a higher level program. The writers school has been using 12 as a minimum without a maximum. Several schools indicated they found the A.C.T. too difficult for their applicants and changed to other pre-admission tests.

The large variety of tests being used by the 32 responding schools with the same ultimate goal, that of selecting potentially successful students with desirable attributes, shows no apparent common agreement. The predictive value of each test was not ascertained in this study. A question should have been included on the questionnaire but this writer anticipated greater uniformity among the schools.

Two schools require 10th grade reading level. The GATB test is required for M.D.T.A. students and is administered by the state unemployment office. One school requires the A.C.T. only if the applicants are under 21 years of age. Three schools do not reject applicants for low math scores but refer them to developmental services and tell them to reapply the following year.



School
Stanford Achievement
Strong Inventory
Otis Lennon General Ability
Basic Math Test
English Usage Test
Spelling
California Achievement Spelling/Math
California Reading Test
Nelson Denny Reading
Reading Comprehension Placement
Iowa Reading
California Mental Maturity
Otis Test of Mental Ability
Personality
A.C.T.
College Placement
P.A.C.E. National League for Nursing
S.R.A.
G.A.T.B.
S.A.T.
Psychological Services Bureau
Aptitude
Dent Psychometrical Agency

Table 6. Pre-Admission Tests

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None of the schools require satisfactory completion of specific high school courses although two schools consider basic English essential, two believe a math background is necessary, three prefer science courses such as biology and chemistry and one prefers applicants who completed a four year high school program.

High school class rank is given very little consideration in screening applicants. Twenty-eight schools do not use it as an admission criterion. Three schools require applicants to have been in the upper half and one program accepts those in the upper two-thirds of their high school class.

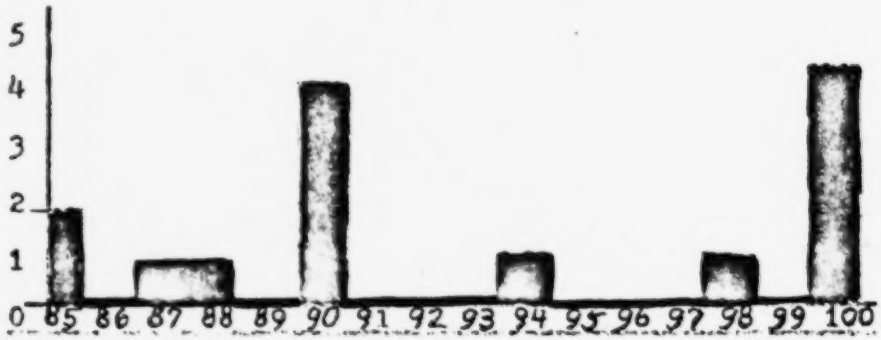

Figure 1. Minimum I.Q. Scores

Fourteen schools use the I.Q. as a predictive value in the selection of students. The most frequently cited reason given for not considering the I.Q. is that other factors are more indicative of success in nursing. Motivation is the attribute most essential.

Two schools have a maximum age limit of 45 years and ten schools limit is set at 55 although one specified that it really depends on health and employability. Thirteen

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schools set 17 as a minimum, three schools at 17½ and six require applicants to be 18 years of age.

All schools require a physical examination prior to admission. Possible conditions identified by the physician or applicant on the submitted health record form that might be the basis for rejecting an applicant are listed below.

1. Uncontrolled diabetes
2. Hypertension
3. Back injuries
4. Mental illness
5. Part of a limb missing
6. Glandular overweight
7. Deafness
8. Generally poor health
9. Dr.'s advisement
10. Dyspnea
11. Repeated hospitalization
12. Epilepsy
13. Glomerulonephritis
14. Heart conditions
15. Schizophrenia
16. Neurological problems
17. Visually handicapped
18. Cerebral Palsy sequalae
19. Present pregnancy
20. VD - until treated
21. TB - until treated
22. Muscular coordination abnormalities

Several coordinators commented on the importance of a nurse being physically and mentally healthy in order to be able to cope with the stress of a nursing career.

One school has learned from experience that their students are currently doing just as well with open admissions policy as the former students did when a stringent admission procedure was enforced. The attrition rate and state-board licensure examination scores are the same.

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CONCLUSIONS

The statistical data presented in this study proved the hypothesis that practical nursing programs in Illinois do not adhere to an open admissions policy and are highly selective in admitting students.

Fifty-eight per cent of the programs are part of a community college. The study showed that 87.5% of the 32 responding schools do not have open admissions for the L.P.N. program. This means that the open-door policy of the community college is not applicable to all potential students. Because of this, specific admission criteria must be predetermined and clearly known to the public in advance of registration. The College of Lake County mails a copy of specific admission criteria for the practical nursing program to each person seeking information about the program. (See Appendix II)

The interview seems to be of prime importance since 90.6% of the respondees interview all the applicants. References are not regarded as a valid criterion by many schools and only 68% require them. Of these, the majority deem the most reliable reference to be from past or present employers. The College of Lake County requires an interview plus two references.

Contrary to the assumption that previous nursing experience as an aide orderly would be beneficial to a nursing applicant, two-thirds of the schools do not prefer these persons. The College of Lake County has found that many who

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had such experience developed poor techniques and consequently had much re-learning to do as a student.

The most alarming results of this study was the response of 75% of the schools that they do not use the A.C.T. test as a criterion for admission. The College of Lake County places great importance on the minimum composite score of 12 being essential for success in the program. In a previous NOVA practicum by this writer entitled: "A.C.T.: Its Relationship to Practical Nursing Education" a study of the first five classes of practical nursing students at the College of Lake County showed by using the Pearson Product-Moment Coefficient of Correlation statistical design that a minimum composite score of 14 is necessary for academic success in the program.

High School grades are not considered important by only 15% of the schools. According to the literature reviewed, the grade point average is the greatest single predictor of academic success. High school class rank according to the literature is the least valid predictor for reasons cited on page 2. The College of Lake County does review all previous grades earned by each applicant and expects the potential student to have been in the middle or upper-half of the high school class.

Over-weight and age are not used as rejection factors and the I.Q. is only used consistently by 34% of the schools. The College of Lake County has never rejected an over-weight applicant solely for the weight factor but has used it in conjunction with other undesirable data. Age has never been

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a factor for rejection and has successfully graduated several women in their late fifties, now in their sixties and active in full-time employment.

Only two of the thirty-two schools use a six member screening committee. The majority have a two or three member committee. The College of Lake County has a committee consisting of the program coordinator, the two practical nursing instructors, division chairman, assistant Dean for career programs, Director of Admissions, Director of Counseling and the counselor assigned to the Biological and Health Sciences Division. It is apparent to this writer as the coordinator of the program and the Director of Counseling (see Appendix III) that many problems exist in the screening procedure for health career programs at C.L.C. One problem might be the involvement of too many persons with differing educational philosophies.

Accepting students with advanced placement is not part of the initial screening process. The State of Illinois permits such placement according to acceptance procedures determined by the individual faculties. Students stepping down one rung of the nursing career ladder by entering a practical nursing program after withdrawal from a registered nursing program generally follow transfer student procedures. Former Navy Corpsmen generally take challenging examinations which vary from school to school and waive a variety of courses which also vary from program to program. The College of Lake County has had success with both types of students

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and strongly endorses this admission policy.

In the thirty-two schools answering, a total of twenty-four pre-admission tests are used, sonesingly and some in combinations. The College of Lake County utilizes the A.C.T. solely and eleven other schools also rely on the results of a single test. Academic success, attributes and personality should all be evaluated whether through one or several testing devices.

There seemed to be general consensus that a person preparing to devote her life to a career of caring for the physically and mentally ill of necessity must herself be in the best physical and mental condition.

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RECOMMENDATIONS

In answer to the memorandum dated June 3, 1974 from the Director of Counseling regarding the screening and selection procedures for allied health fields and conclusions drawn from this practicum, the following recommendations are made.

1. The present screening committee for the L.P.N. program should weigh the value of the contributions each has made to the committee and a decision should be made regarding the retention or removal of each position represented on the committee.
2. The committee should re-evaluate the criteria of admission and add, delete, or change present minimum standards of admission including the pre-admission testing policy.
3. The committee should have a more humanistic approach to the review of individual applicants to the program.
4. The faculty should continue to be involved in the interviewing of applicants and final decision making by active participation on the committee.
5. The Director of Admissions and staff and the program coordinator should have better coordination of records and improve upon the communication, both written and verbal, between the college and applicants.
6. The committee should begin to discuss and comment upon the numerous studies the coordinator has con-

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ducted and shared with them in regard to research and follow-up of graduates, predictive criteria for acceptance, academic success, etc. over the past five years.

7. Coordinator and Faculty should have full responsibility for the acceptance and rejection of applicants.
8. The counselor should serve in an advisory capacity only.
9. The Director of Admissions should be involved only in regard to state laws and school policy.
10. The Division Chairman and other administrative personnel should serve as resource persons and need not be involved with the total selection process.
11. Standards should be consistently adhered to.
12. The admission procedure should be continually evaluated.

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ED 039 319	Review of Research on Student Selection and the Prediction of Success in Occupational Education
ED 040 660	College Admissions Policies for the 1970's
ED 044 745	Challenges Presented by Open ENrollment
ED 051 440	Open Admissions in Higher Education

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APPENDIX I

May 6, 1974

Dear Coordinator:

Having been actively involved in the educational experiences of the first five classes of the L.P.N. program at the College of Lake County, I am aware of a need to study, in-depth, the admission procedure.

Would you kindly assist by taking ten minutes of your valuable time to complete the enclosed questionnaire and return it in the self-addressed stamped envelope?

The statistics will be calculated on June 22, therefore, it is imperative that you reply no later than June 20.

An abstract of the study will be mailed to you. Perhaps the results of this study will benefit your program also.

Thank you for your cooperation!

Sincerely,

(Mrs.) Gloria M. Grippando
Coordinator, L.P.N. Program

Enclosures

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Direction: Please circle the number that best describes your admission procedure.

	I certainly do	At times I do	I certainly do not
1. Do you screen applicants to your program?	3	2	1
2. Do you interview applicants?	3	2	1
3. Do you require written references on applicants?	3	2	1
4. Do you prefer applicants with nursing assistant experience?	3	2	1
5. Do you use the A.C.T. as a pre-admission test?	3	2	1
6. Do you place importance on high school grades?	3	2	1
7. Do you consider high school class rank important?	3	2	1
8. Do you reject applicants for being over-weight?	3	2	1
9. Do you have a maximum age limit?	3	2	1
10. Do you use the I.Q. as a criterion for admission?	3	2	1

Please clarify the above responses by completing the following.

1. List the members of your screening committee by title.

_____ _____

_____ _____

_____ _____

2. Identify all persons by job title who interview applicants.

_____ _____

_____ _____

_____ _____

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3. Name sources of references you consider acceptable.

_____ _____

_____ _____

4. List courses which might be waived for advanced placement.

_____ _____

5. The minimum A.C.T. composite score is _____ and maximum is _____. List all pre-admission tests given to your applicants.

_____ _____ _____

6. List special high school courses required, if any.

_____ _____ _____

7. If high school class rank is a criterion for admission, must the applicant

rank in upper 1/3 _____
rank in upper 1/2 _____
rank in upper 2/3 _____

8. List possible conditions identified on the health record that might be the basis for rejecting an applicant.

_____ _____ _____

9. The minimum age limit is _____.
The maximum age limit is _____.
There is no age limit _____.

10. Give the minimum I.Q. which your program considers essential to being a successful student.

_____

APPENDIX II
COLLEGE OF LAKE COUNTY
PRACTICAL NURSING PROGRAM

SPECIFIC ADMISSION REQUIREMENTS BEST COPY AVAILABLE

The following requirements for admittance to the program are based on an analysis of the aptitudes and abilities needed to successfully carry the program.

1. The applicant must be a high school graduate or have a G.E.D. Certificate with a passing grade.

2. The applicant must submit a completed application form to the office of admissions.

3. The A.C.T. test is to be taken prior to June 1st. Minimum score of 12 considering other factors. No maximum cut-off considering other factors.

4. Official high school transcript and official transcripts from all colleges and universities attended. High school class rank should be in middle or upper half of class.

5. May be male or female.

6. Minimum age of 17 years by October 15th. No maximum age limitation if health record is satisfactory.

7. Completed health record form provided by the college to be submitted prior to June 1st.

   a. Pre-admission immunizations essential for typhoid, diptheria, tetanus, and polio.
   b. Physical and mental competency to be determined by the physician completing the health form.
   c. Chest X-ray and Mantoux required. May be taken at TB San. or Mobile Unit free of charge.

8. Personal interview under the direction of the Coordinator of the program.

9. Two reference forms provided by the college to be completed by an employer, supervisor or teacher (either present or former). The Coordinator will mail forms direct when information is submitted at time of interview.

10. History of previous experience and work patterns to be completed on form provided during interview.

11. Reasons for choosing practical nursing as a career and future plans to be submitted during interview.

12. Suggested personal qualities desirable in a student practical nurse: interest in people, respect, courtesy, neat appearance, motivation, sense of responsibility, and integrity. History of regular attendance important.

13. Preference given to residents of Lake County.

REVISED: 5/23/72:CMG:blp
12/3/69:GMG:gmg
11/27/72:GMG:lh

APPENDIX III

MEMORANDUM

TO: CAREER PROGRAM COORDINATORS

FROM: DIRECTOR OF COUNSELING

DATE: JUNE 3, 1974

RE: SCREENING AND SELECTION PROCEDURES FOR ALLIED HEALTH FIELDS

I Background

The screening committees for the Allied Health Fields have existed for several years. However, specific guidelines for procedures and responsibilities have not been clearly defined for these committees. The current operation of the committees tend to result in an inefficient use of the member's time because of the meeting time spent on coordination of records between the admissions office and the coordinator, as well as a lack of understanding of responsibilities. The acceptance of responsibility of decisions (acceptance - rejection) varies from one meeting to the other, from one program to the other. It would be difficult to retrace the process or reasons that a particular student was accepted or rejected.

II Rationale for Proposal

a. Responsibility of program coordinators and screening committee members for selection of students should be specified.
b. Program coordinators and faculty are normally best informed about applicants.
c. Program coordinators and faculty are most directly effected by the success or failure of a program, and should have most of the responsibility for decisions concerning admission to the program.
d. Coordinators and faculty have the greatest impact on a student's success or failure in a program.
e. The screening committee can be more effective by dealing with the following topics:
    (1) Establishing minimum criteria of admission for each program.
    (2) Assist coordinator with procedure for admission, dates for informing students, communication of students records, etc.
    (3) Help set up process of acceptance or rejection for each program and ensure it being followed in each program.
    (4) Making acceptance - rejection decisions in exceptional cases only.
    (5) Insuring faculty involvement in decision making.
    (6) Research/follow-up of graduates, predictive criteria for acceptance, etc.
    (7) The future of the program at CLC, quality of applicants, etc.
    (8) Meeting less often.

III Proposal

a. Minimum criteria are established for each program by July 15, 1974. Recommendations by coordinators and faculty/concurrance by screening committee.
b. Coordinators and faculty of programs have responsibility of determining acceptance of rejection of all applicants.
c. Applicants who do not meet minimum criteria can not be accepted until after the first meeting for acceptance.
d. Rejecting an applicant who meet>the minimum criteria will require a justification in writing to (and concurrance by) the screening committee members. Each member will have one week to inform the coordinator of his/her lack of concurrance. The applicants case will then be decided by a majority vote of the screening committee.
e. Accepting an applicant who does not meet minimum criteria will also require a written justification to (and concurrance by) the screening committee members. Each member will have one week to inform the coordinator of his/her lack of concurrance. The applicants case will then be decided by a majority vote of the screening committee.
f. It will be the responsibility of the coordinator and director of admissions to insure that all eligible applicants receive consideration for admission to the program.
g. Coordinators will meet with their respective screening committees to present their 1974-75 plan for evaluating applicants, i.e., dates for notifying applicants, availability of records, plan for faculty involvement, etc.
h. Each rejected applicant should be encouraged to speak with the program coordinator concerning reasons for non-acceptance and prospects for future acceptance. A member of the counseling staff shall be available to assist the coordinator primarily for those students who wish to change their vocational plans. However, the counselor involvement shall in no way interfere with student accessibility to the coordinator.

IV I would like for this proposal to receive serious consideration for possible modification and implementation at the earliest possible date. I am hopeful a few hours spent this June will result in a more efficient screening process for all programs.

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 30 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION